



The next generation GITP

Evolving HD's entry-level IA-GA training program



our goals

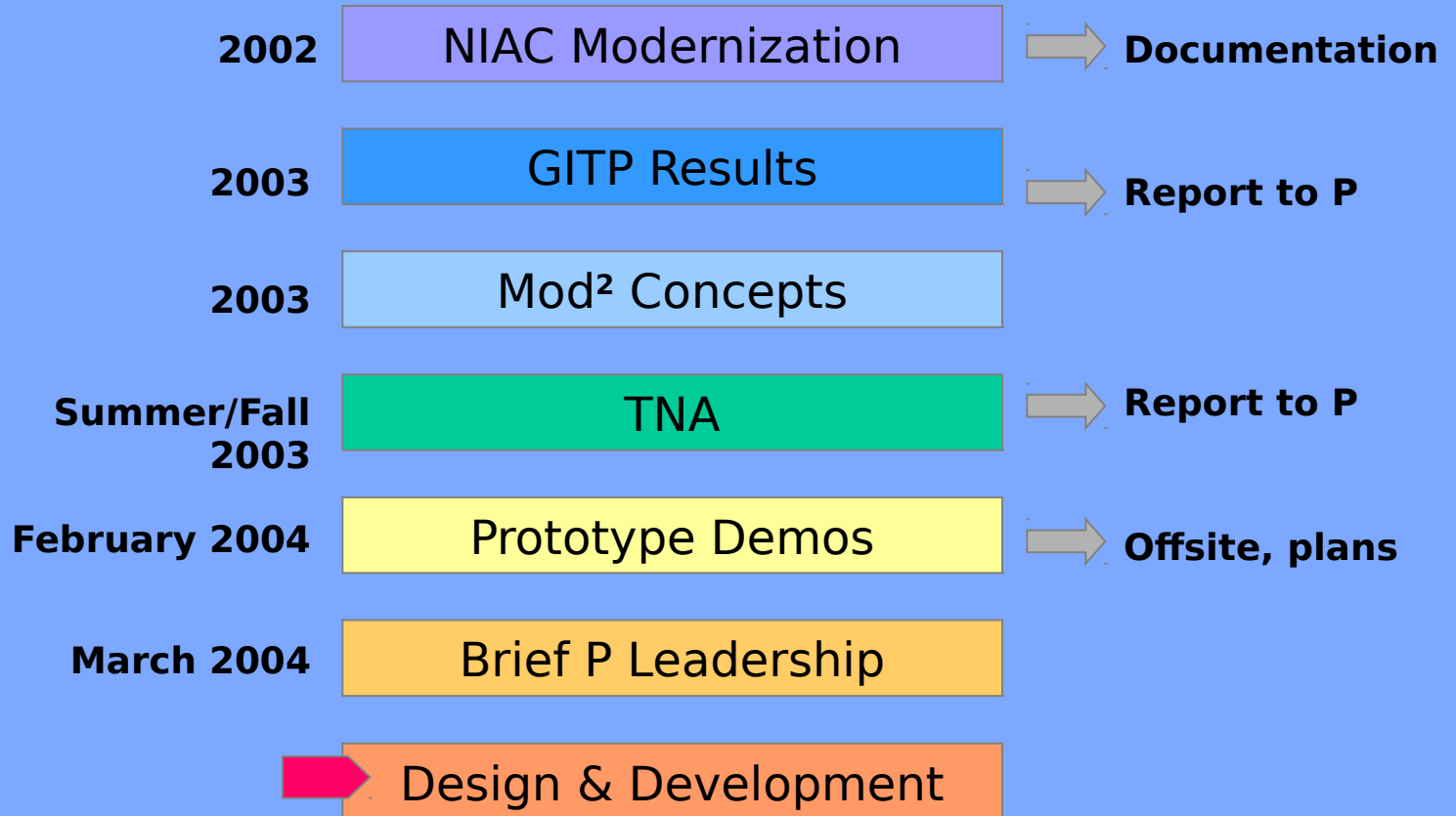
Meridian

Skills	More knowledgeable and capable graduates
Relevant	Prepare students for the real P working environment... reduce time needed for mentoring and on-the-job training
Engaging	Make the training more interesting, spark excitement about the job
Efficient	Shorter, richer and easier to operate



how we got here...

Meridia n



TNA... the major implications

content

- Add analytical content, reduce rote ID
- Greater IA/GA integration and context

context

- Introduce use of NGA P tools & resources
- Discuss the IC & multi-INT

job tools

- Adjust the current sensor mix
- More writing and briefing
- Add imagery collection strategies
- Demonstrate use of hardcopy imagery

course operation

- Improve course administration



broad goals for a new course

Meridian

Outcomes

More skilled, engaged graduates
Able to work more effectively sooner
More responsibility
More fun & challenge

Content

More analysis
The right amount of image ID
Better GA integration

The right GA content
Relevant topics

NSGI
Multi-sensor
Multi-INT
Collection
Research
D&D

Tools

More like the real job
More relevance
More context
“How to work”
Homework

Environment

Shorter, richer course
More efficient to operate
Better administration
Adult learning

Operations



the key...

Constructivism & Adult Learning

Adults learn faster, are more engaged and interested in their learning, and can apply their learning more effectively...

... when given challenges, tools and a learning environment that mirror the actual working environment they'll enter after the training

... and when given opportunities to apply learning in a realistic and compelling way

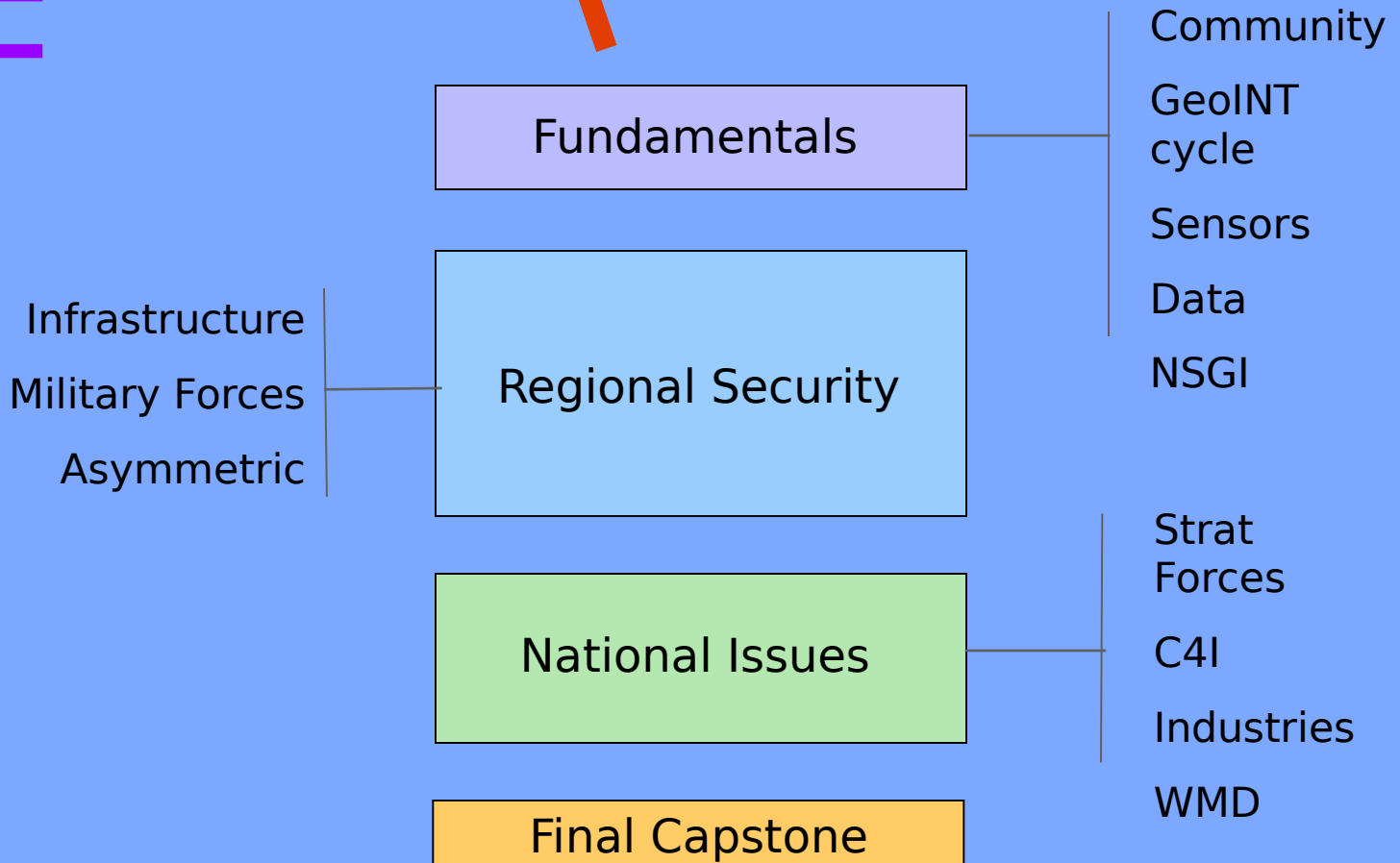
▶ Multi-faceted, analytical exercises and experiential learning are the vehicle



a Meridian ^{Rea} rough guide

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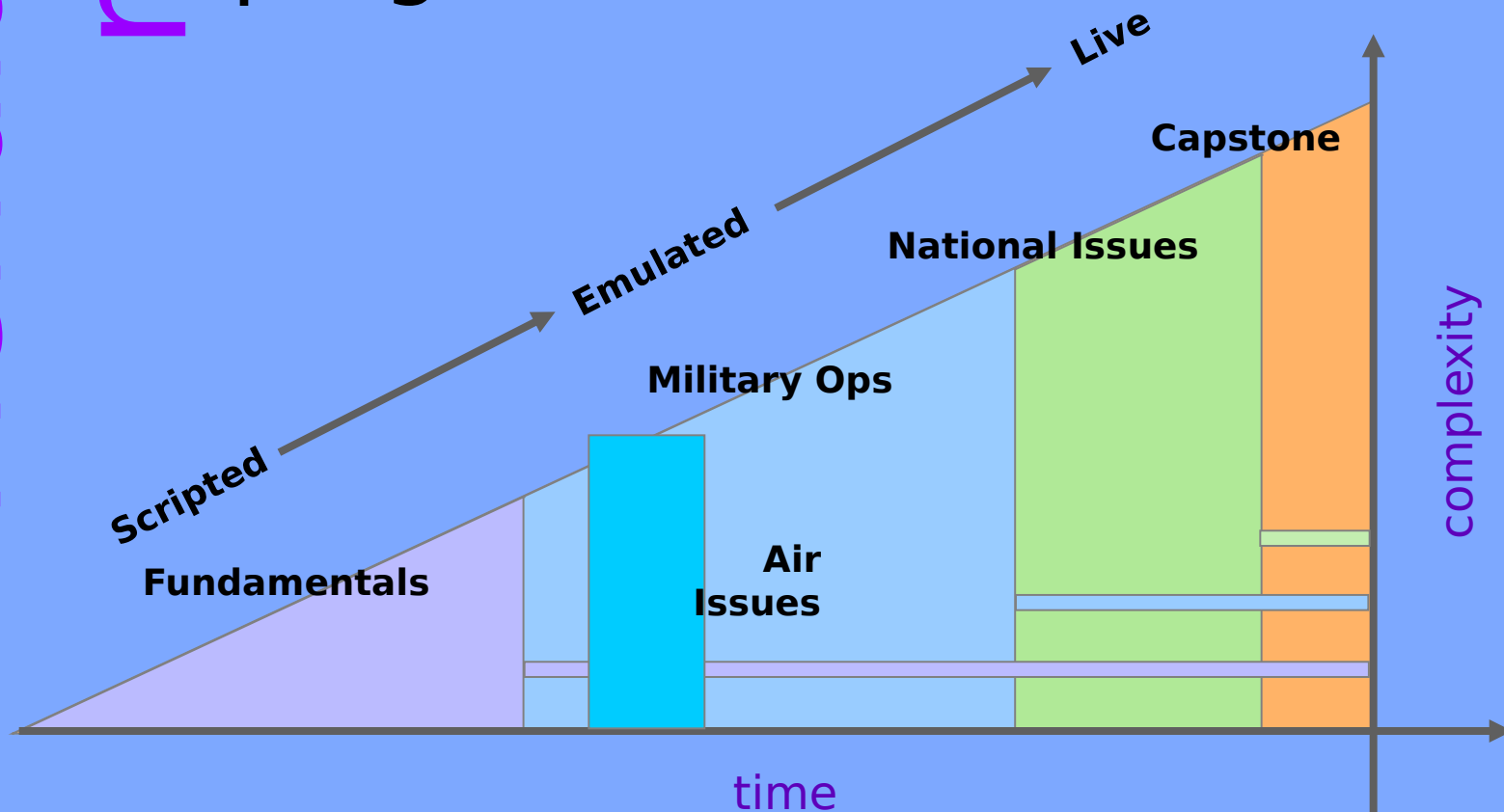




integrated and
progressive

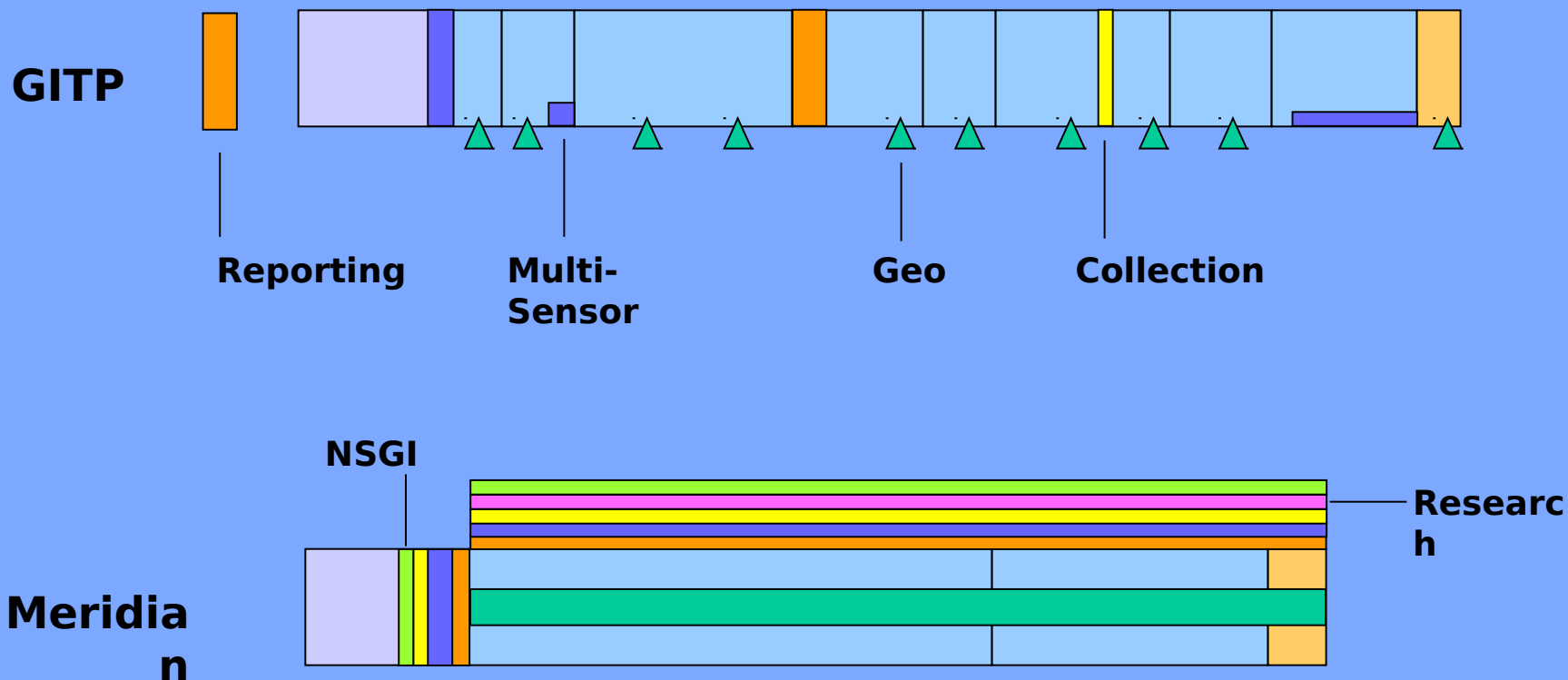
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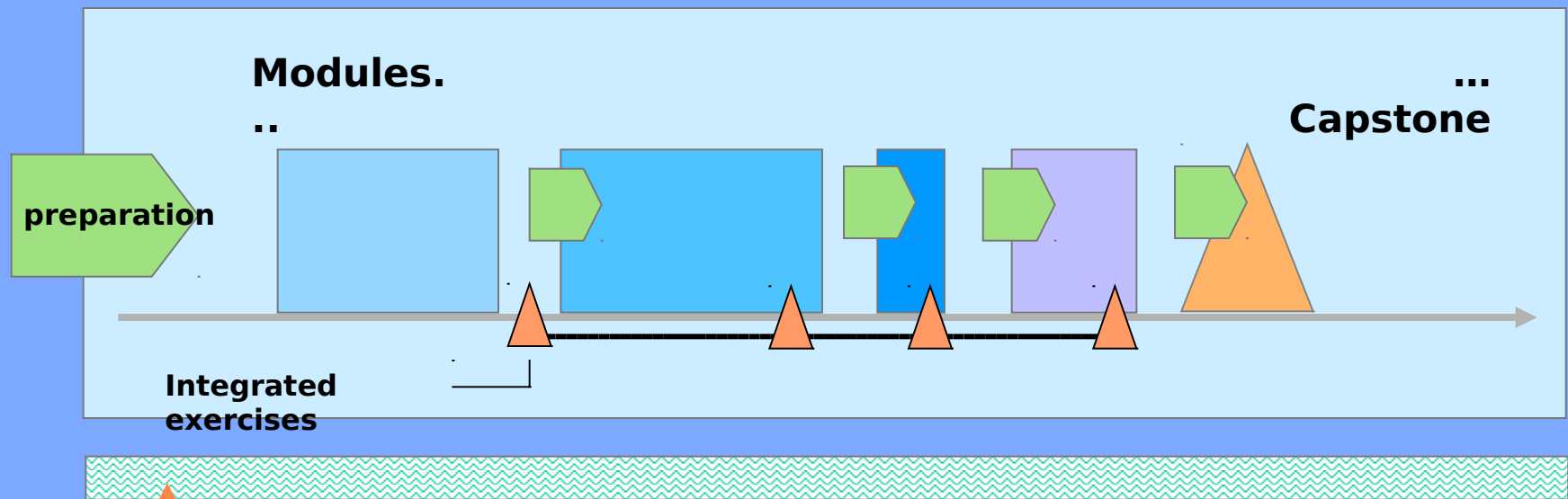
course architectures





the details: a typical block

This is a conceptual schematic of a typical Meridian block. Modules address sub topics, integrate IA/GA and use of tools and sources. Integrated exercises apply these in an analytical challenge with reporting outputs.



While the class learns the block lessons, it's also divided into regional or topical teams, which work an "account" related to the block subjects. The teams assemble and work in the afternoons.



the exercises

Airfield Construction

- ID & recognition
- NES research
- reporting
- collection

Air Transport

- ID & recognition
- non-EO sensors
- multi-INT research
- “big picture” research
- reporting & briefing
- collection

NEO (helos)

- agility
- GA data research
- GA products
- briefing
- analytical judgment
- time factor

Fighters

- ID & recognition
- research
- reporting & briefing
- threat analyses
- GA products

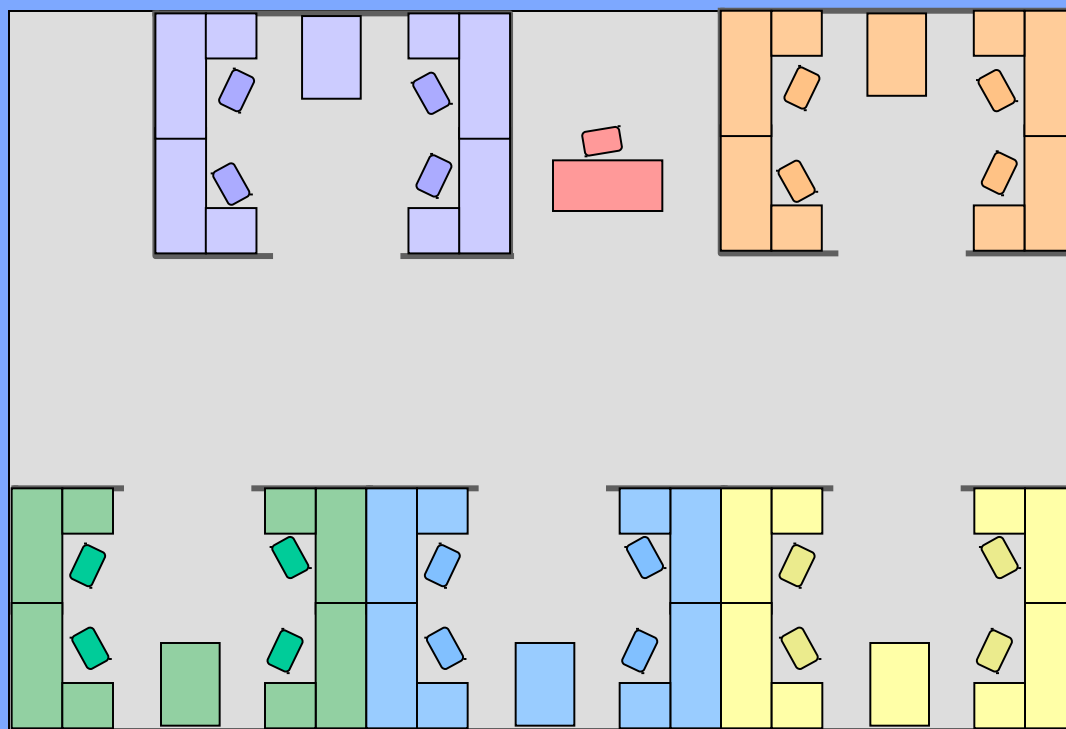
Integrated Analysis

- Intelligence issues
- Multi-INT
- predictive assessments
- GA applications
- Collection strategies



the classroom concept

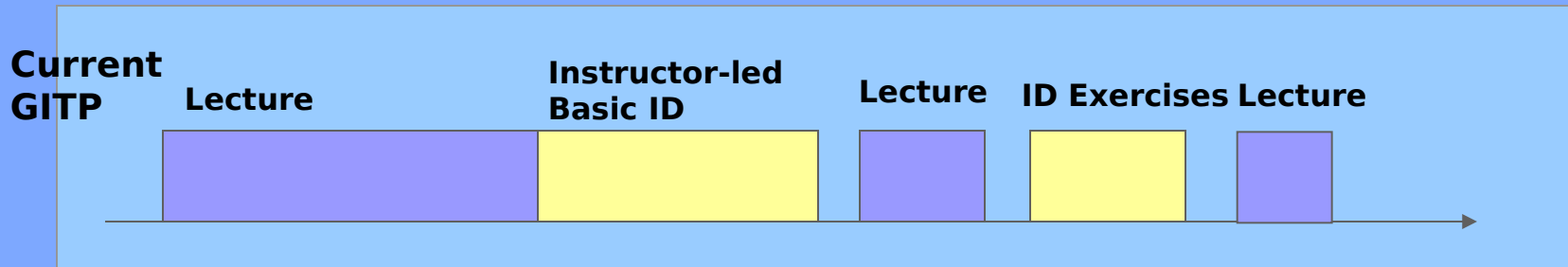
a “branch-like” environment



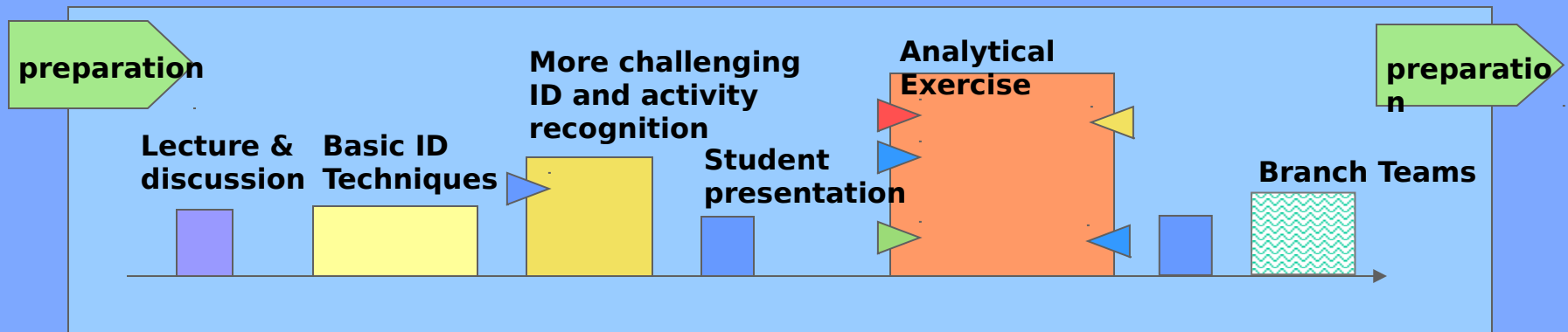
students
are
assigned to
different
bays for
each block,
but meet in
their team
(toned)
bays at the
end of each
day



... a typical day



This is a conceptual schematic of a typical Meridian day. For OB blocks, most days begin with short lectures and reviews of assigned readings, move into progressive ID and recognition exercises, then analytical exercises.





measuring performance

Assessing students

- formal test at the end of each block, quantified results on some exercises
- rubrics and formatted subjective assessments by instructors for analytical exercises, writing and briefing
- classmates' 360° feedback tools
- portfolios for geospatial products, writings and other products
- regular reporting to P managers and mentors on student grades, strengths, and areas for improvement

Evaluating the class

- post-block analysis, reviews of student performance
- regular reports to P
- establishing quantitative records for statistical & trend analysis



the Meridian instructor

- **reduced lecture... increased facilitation of learning**
- **7.5 hour curriculum day... with more variety and activities**
- **consistent use of assessment tools, such as standard tests and rubrics**
- **standard lesson plans**

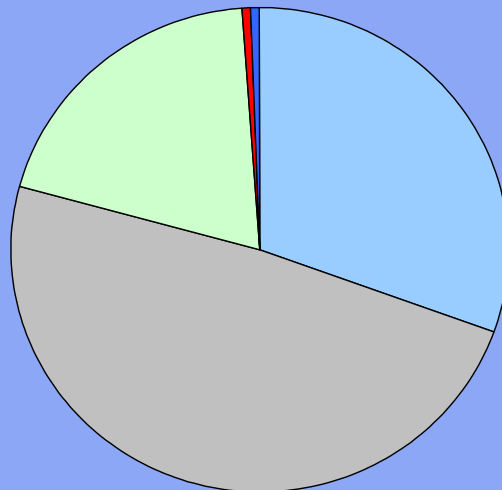
Instructor Preparation:

Workshops on constructivist learning, classroom facilitation and coaching, operation of new classroom tools, and pre-class preparation sessions

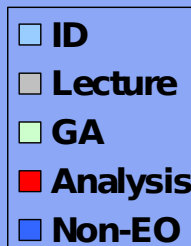


Air Block, Current GITP

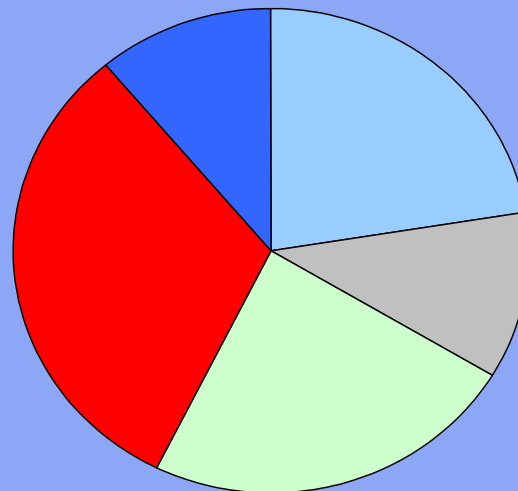
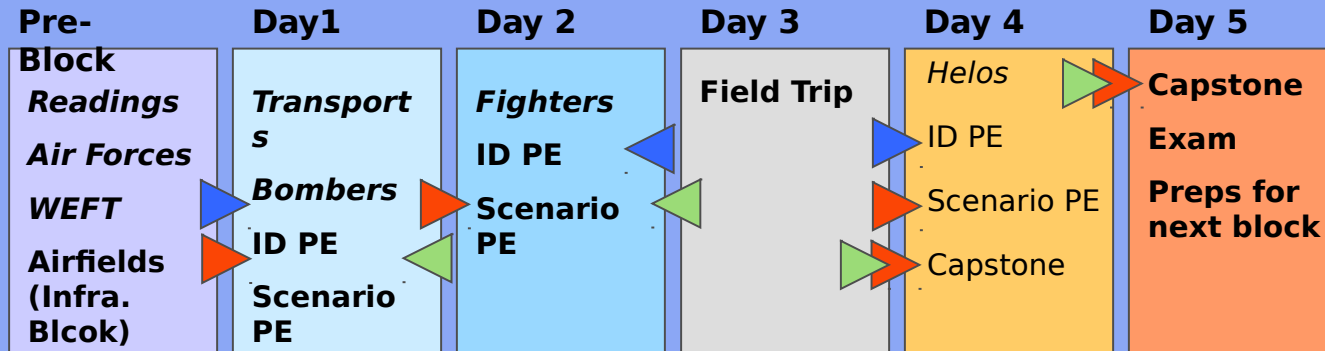
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Introduction Air Missions Airfields WEFT	Aircraft ID Bombers 60 Transport 180 ID PE 90 ASW 60	Aircraft ID Fighter 300 ID PE 90	Aircraft ID Helos 120 ID PE 90 PE 180	Field Trip	GA AflDs 200 Flights 200	Various Non-EO 120 PE 120 Review 120	Review 120 Exam 240



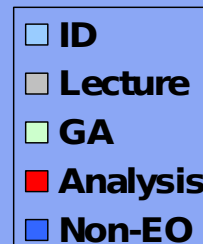
Major content, by percentage



notional Air Block, Meridian



Major content, by percentage



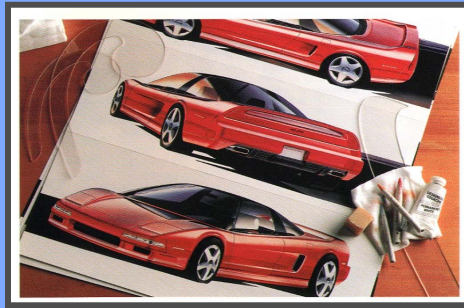


FX



Concept

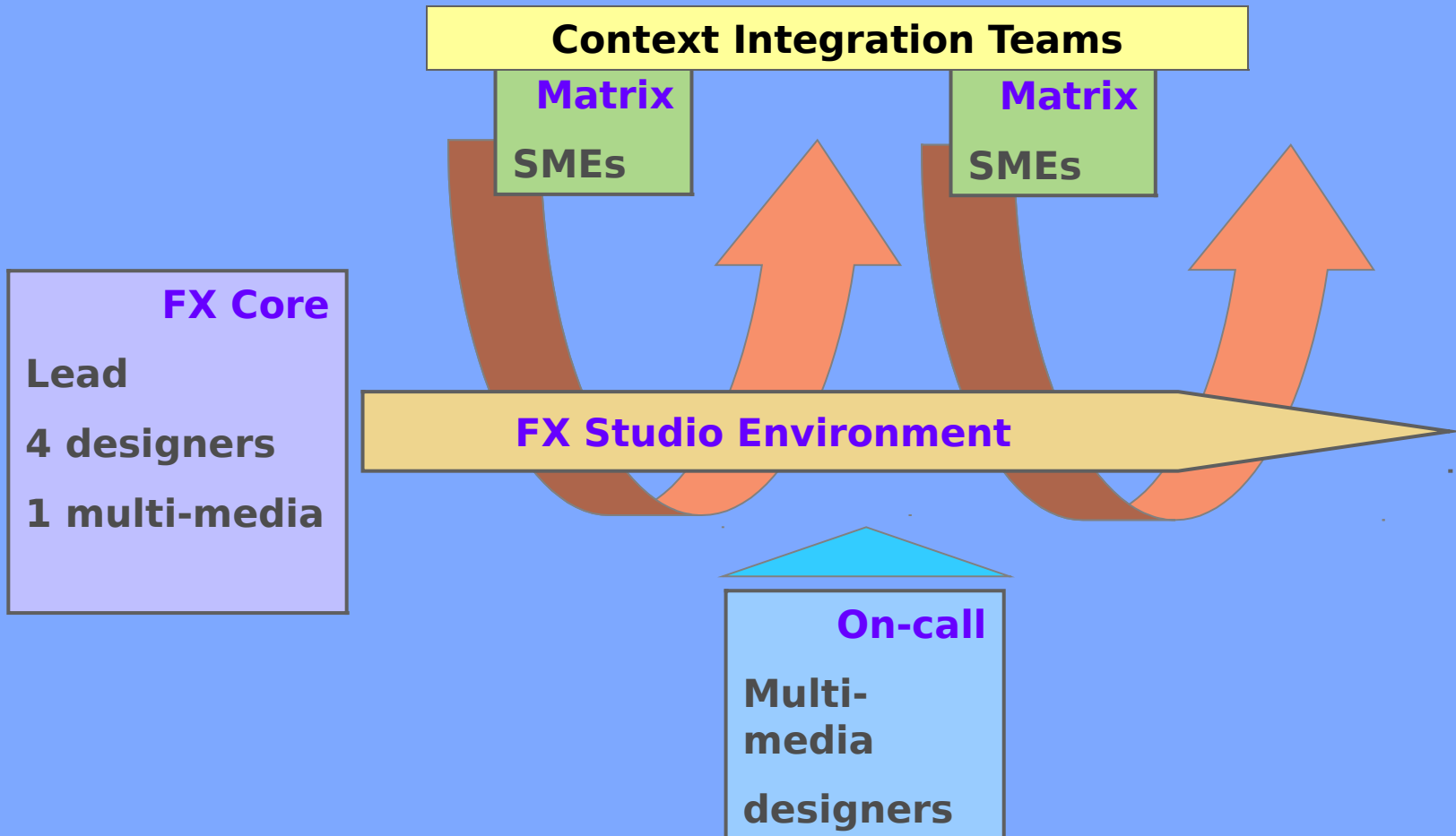
EXE



A car
design
studio



Operating Concept





the schedule ahead

Meridian

ongoing

define course content and structure

Equipment surveys with P

collaborate with NGS on interim improvements to GITP, using Meridian concepts & design elements

May

May

use current P and community SMEs to further define block & lesson content

August

begin detailed course design plan... PDR completion target is August 04



Meridian

Now some demos...
building 215 (next door)
room 113

